

A Study on Awareness of Nep-2020 among Secondary School Teachers

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ABSTRACT

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. The study is descriptive in nature and survey method was employed. Data was collected from secondary school teachers of Mysore District using Awareness of NEP-2020 questionnaire. The collected data were analyzed by percentage analysis and t-test. The findings of the study revealed that 8.9 % of the Teachers are high awareness of NEP-2020, 90% of the Teachers are average awareness of NEP-2020, 0.1% of the Teachers are a low awareness of NEP-2020, that they have level of awareness towards NEP-2020 among Secondary School Teachers. There is no difference between male and female secondary school teacher's awareness of NEP-2020, there is difference between government and private secondary school teacher's awareness of NEP-2020, there is no difference between rural and urban secondary school teacher's awareness of NEP-2020.

Key Words: Awareness of NEP-2020 and Secondary School Teachers.

INTRODUCTION

Education plays an important role in the country's economy as it effects all the sectors. National Education Policy-2020 visualized to provide a quality education which is beneficial to meet the growing economy in India. The new policy is aiming to achieve majorly three aspects such as highest quality, equity, and integrity in the education system from schooling to higher education. The principles of the NEP is Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, NEP 2020 aims to provide infrastructure support, innovative education centres to bring back dropouts into the mainstream, besides tracking students and their learning levels, facilitating multiple pathways to learning involving both formal and non-formal education modes and association of counsellors or well-trained. The NEP provides an important opportunity to move Indian education from "sorting and selection" to "human development," enabling every student to develop to their maximum potential. The NEP is well-suited to bolstering our education system and transforming India into a global education hub. I think it is about time that school leaders across the country embrace the digital aspect of

learning and use it to optimize the in-class and at-home learning experience. The NEP-2020 seemed a success we gave awareness programme for teachers and also it must be organized by both State and Central Government.

State of the problem:“A Study on Awareness of NEP-2020 among Secondary School Teachers”.

Operational definition:

Awareness of NEP-2020:The National Education Policy 2020 Lays out a Compelling, Ambitious Agenda for Education. The main aim is to Improve Learning Outcomes in India. The National Education Policy 2020 proposes various reforms in school education as well as higher education including technical education. A number of action points/activities for implementation in school education as well as higher education are mentioned in the National Education Policy 2020.

Secondary School Teachers: Who is teaching in secondary school Students are considered has a Secondary School Teachers.

Objectives:

- To study the level of awareness of NEP-2020 among secondary school teachers.
- To study the significant difference between Male and Female secondary school teacher’s awareness of NEP-2020.
- To study the significant difference between government and private secondary school teacher’s awareness of NEP-2020.
- To study the significant difference between rural and urban secondary school teacher’s awareness of NEP-2020.

Hypothesis:

- There is no significant difference between male and female secondary school teacher’s awareness of NEP-2020.
- There is no significant difference between government and private secondary school teacher’s awareness of NEP-2020.
- There is no significant difference between rural and urban secondary school teacher’s awareness of NEP-2020.

Methodology:Descriptive cum Survey method used in the study.

The Sample and Sample Procedure: The population of the Study considered of 90 secondary school teachers were the selected for sampling. The researcher self-prepared questionnaire to be used for collection date.

The Tool is used: Awareness of NEP-2020: This questionnaire was construed by researcher. This questionnaire is two-point scale each item is two alternatives (yes or no). this questionnaire has 42 items. This questionnaire also has validity and reliability.

Statistical Tool Used: Data was analyses using the following statistical techniques.

- **Percentage analysis**

- t-test.

Analysis:

Table 1: To study the level of awareness of NEP-2020 among secondary school teachers.

Sl.no	Classification	%	N
1	High awareness of NEP-2020	8.9	09
2	Average awareness of NEP-2020	90	81
3	Low awareness of NEP-2020	0.1	00

From the above table it can be inferred that out of total number of 90 students, 8.9 % of the Teachers are high awareness of NEP-2020, 90% of the Teachers are average awareness of NEP-2020, 0.1% of the Teachers are a low awareness of NEP-2020, that they have level of awareness of NEP-2020 among Secondary School Teachers.

Graph 1: level of awareness of NEP-2020 among secondary school teachers.

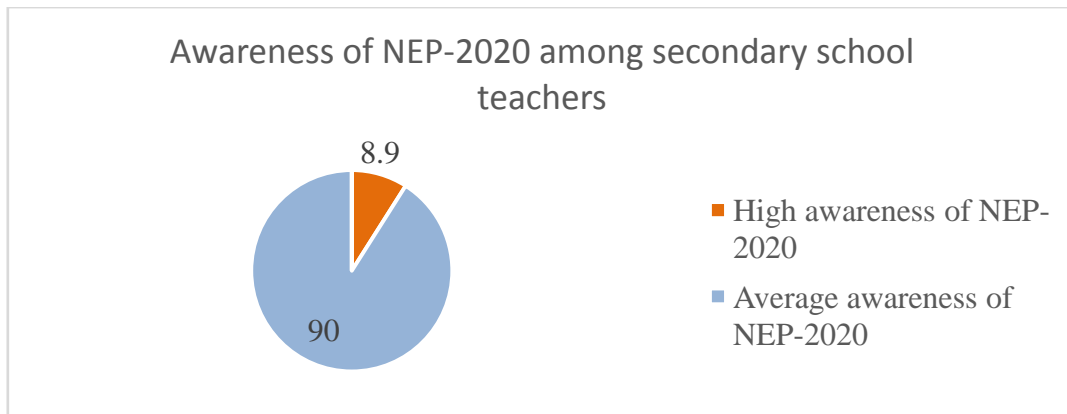


Table 2: Showing that Mean, SD and t-value of Male and Female secondary school teacher’s awareness of NEP-2020.

Gender	N	Mean	SD	df	t-value	remarks
Male	52	28.68	4.25	88	0.64	Null hypothesis is accepted
Female	38	29.73	11.05			

From the above table it can be inferred that the obtained t-value is less than the table value at 0.05 and 0.01 levels. Hence null hypothesis is accepted. That is there is no significant difference between male and female secondary school teacher’s awareness of NEP-2020.

Graph2: The significant difference between Male and Female secondary school teacher’s awareness of NEP-2020

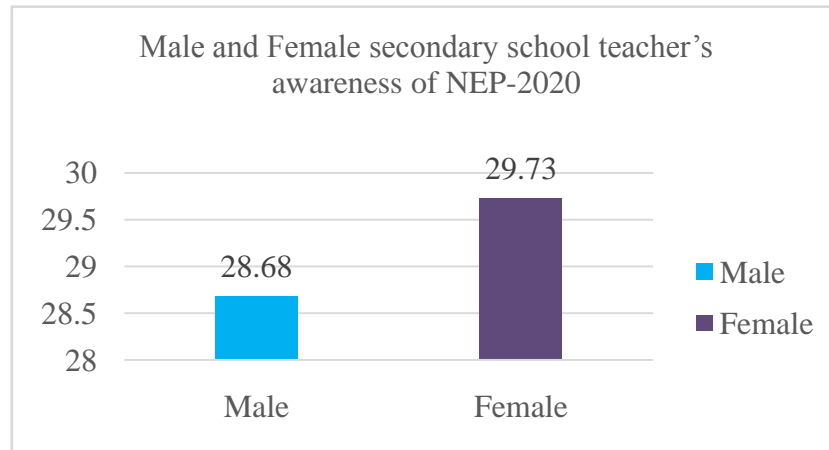


Table 3: Showing that Mean, SD and t-value of government and private secondary school teacher's awareness of NEP-2020.

Types of school	N	Mean	SD	df	t-value	Remarks
Government	45	26.32	3.62	88	2.55	Null hypothesis is rejected at 0.5 level
Private	45	30.32	10.37			

From the above table it can be inferred that the obtained t-value is less than the table value at 0.05 and 0.01 levels. Hence null hypothesis is rejected. That is there is no significant difference between government and private secondary school teacher's awareness of NEP-2020.

Graph3:the significant difference between government and private secondary school teacher's awareness of NEP-2020.

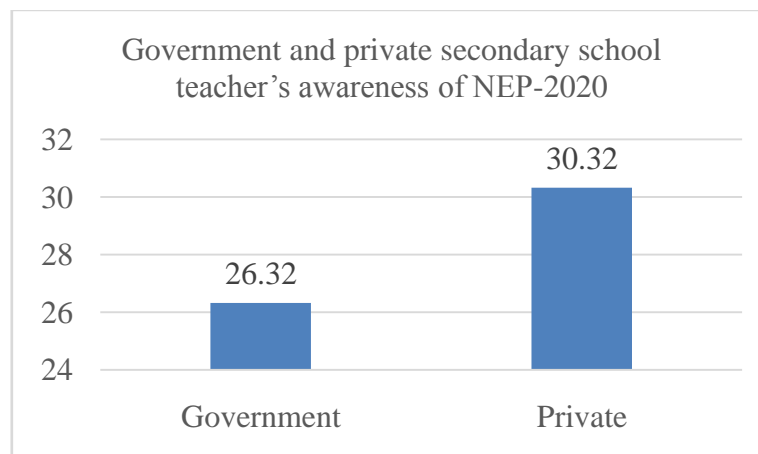
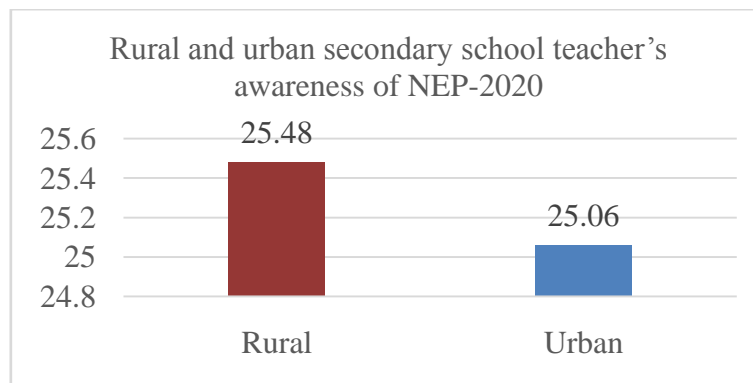


Table 4: Showing that Mean, SD and t-value of rural and urban secondary school teacher’s awareness of NEP-2020.

Locality	N	Mean	SD	df	t-value	remarks
Rural	45	25.48	9.68	88	0.32	Null hypothesis is accepted
Urban	45	25.06	3.10			

From the above table it can be inferred that the obtained t-value is less than the table value at 0.05 and 0.01 levels. Hence null hypothesis is accepted. That is there is no significant difference between Rural and Urban secondary school teacher’s awareness of NEP-2020.

Graph4:the significant difference between rural and urban secondary school teacher’s awareness of NEP-2020.



Findings:

- The level of awareness of NEP-2020 among Secondary School Teachers are 8.9 % of the Teachers are high awareness of NEP-2020, 90% of the Teachers are average awareness of NEP-2020, 0.1% of the Teachers are an low awareness of NEP-2020,
- There is no difference between male and female secondary school teacher’s awareness of NEP-2020
- There is no difference between government and private secondary school teacher’s awareness of NEP-2020
- There is no difference between rural and urban secondary school teacher’s awareness of NEP-2020.

CONCLUSION

In general, primary school teachers have low awareness of the New Education Policy (2020). The awareness program must be organized by the state or central Government, at least for teachers only. In general, females do not have satisfactory intention to know about new development. But it is not correct we must make awareness for, particularly female teachers. Additional than rural teachers are not

interested to know about the new updates due to location. Self-finance teachers have no way to interact with other peoples, so they have low awareness; the state or central Government must organize awareness programs to make conscious of the New Education Policy (2020) extremely.

In generally the Secondary School Teachers are low awareness towards NEP-2020. The awareness programmes of NEP-2020 must be organized by the both state level and central Government at least for the teachers only. The success of this new education policy will depend on how it is implemented. Therefore, it can be said that India is the country with the youngest population and India's future will depend on providing high-quality educational opportunities to these youth. The programme was indeed informative and useful for the participants. It acquainted them with the intent, implementation and prospects of NEP 2020 in the Higher Education. The programme strived to promote the core value of contributing to the national development. But in this study 8.9 % of the Teachers are high awareness of NEP-2020, 90% of the Teachers are average awareness of NEP-2020, 0.1% of the Teachers are a low awareness of NEP-2020. In general, both male and female secondary school teachers we must give awareness programmes about NEP-2020, and also government and private secondary schools in both rural land urban area.

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